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WILLIAM B. FOWLE, EDITOR.

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**OUR SCHOOL SYSTEM. No. III.**

PERHAPS the greatest defect of our School System is the imperfect supervision, or that part which relates to the duties and appointment of School Committees. From one end of New England to the other, there is but one opinion as to the mistake of having both a town committee and a district committee, whose duties interfere, and whose interests often clash with each other. We have long been satisfied that the school committee of towns, and of cities also, should be chosen without regard to local considerations, and the prudential or district committee should be entirely dispensed with, or made entirely subordinate to the general committee.

It is well known, that, in every town there are few persons qualified to inspect schools and examine teachers, and some of these are unwilling, and others unable to serve on the committee. The difficulty of obtaining suitable persons for prudential committee-men in the districts is also well known, although it rarely happens that this officer is a scholar, qualified to select a teacher and to advise or direct him. If the schools of a town are numerous (and many towns have from twenty to forty districts), all the town committee can not examine them all, and the custom is to form sub-committees, to each of which a certain number of districts are assigned. The prudential committee rarely look beyond the single school of the district, and of course are less fit than the general committee to legislate for the schools. The prudential committees

rarely serve more than a year or two, and the general committee, clergymen perhaps excepted, are as transient, especially if they are enterprising, and suggest improvements that involve any great expense. A wretched pittance is allowed by law to the town committee for services actually rendered, but it is too frequently understood that the committee are either to charge nothing for their services, or else to serve so little that their pay will not amount to much. We have known cases where a committee-man was dropped for charging the legal fees, and his successor was elected with the express understanding that he should serve without pay.

While such is the state of things, the thorough supervision of the schools is impossible; and we shall never see any great improvement until some great reform is effected. We do not know that it would be necessary to abolish the districts, for, if there are several schools, there must be limits to define what children shall attend them. Boston is not districted according to law, but, for the purpose of school limits, the line is distinctly drawn, and the children of one district do not attend a school in another except in particular cases. Let the districts stand then for the present, but let the prudential or district committee be abolished. Enlarge the general committee if necessary, but do not depend upon them for the supervision of the schools. Let them select one man not of their number, if possible, but a committee-man if they can do no better, who shall be called the Superintendent, and who shall be well paid for his services, and let him do little besides visiting the schools, examining the teachers, attending to the repairs, and to all the duties now so imperfectly performed by men who are otherwise occupied.

If a competent man does not reside in the town, let him be sought elsewhere, and if he be a first rate teacher, he will save his salary to the town by the impulse he will give to the young teachers, who generally need such a friend, and will be grateful for his advice and assistance. Such an officer would know all the teachers, and would be likely to bring them often together, and make them know each other. He would be acquainted with every school, and would introduce the improved methods of one teacher into the other schools, so that progress would be made from year to year, and the stand-still system, which has existed more than two centuries, would be set aside.

The committee of the city of Boston have repeatedly voted that a Superintendent is indispensable; and, once, at least,

when application was made to the Legislature for permission to appoint such an officer, it was refused, on the ground, we were told, that, if the city had such an officer, the towns would be for imitating the city, and the schools, which already cost too much, would become an intolerable burden to the community! We consider the schools the great concern of every town, and all other concerns should be made subservient to education. We have too long estimated our towns by their wealth rather than by their knowledge, their manners, their moral rank, their elevated views of duty and character. It is high time that the true end of life and the true use of money were better understood. At any rate, if a Superintendent can not be appointed, the general committee should have the entire control of the schools, they should apportion the school money, select the teachers, and be responsible for the schools.

That the town and district committees have often interfered is a notorious fact, and the late law authorizing the town committee to dismiss incompetent or unsuitable teachers, only provides for one of the points of collision. A large number of the district teachers owe their appointment to their relation to the prudential committee-man, or to some influence exerted upon him; and, not unfrequently, when any fear exists that the town committee will not approve such a candidate, he goes to work without their approval, and this irregular conduct is defended on the ground that there was not time to find another, and he must be taken or no school opened in the district. When there are large districts needing of course a larger share of the school money and of the appropriation, the smaller districts, having an equal representation, can prevent this, and while some small districts have more than they expend, the large ones are obliged to lay a special tax to meet their deficiencies. The large districts have better schools than the small ones, but it is generally by this extra taxation. It is clear that every child of a town should have equal advantages, but the present system prevents this, and there is hardly a town in the State where all the children are treated alike. This was very distinctly shown in the Library Grant, when perhaps a thousand districts forfeited the grant by not raising an equal amount. If every parent is bound to educate his children equally well, or at least to give them equal opportunities, a town, coming *in locum parentis*, is bound to do the same; and, if a town, then also a State is bound to see every child provided for. The State, by delegating the duty to the towns, does not throw off its responsibility, any more than the parent does when he

places his child under a teacher. We have not room to enter farther into particulars, but we have abundance of facts tending to prove the unequal operation of our school system.

A Superintendent is not a novelty even in Massachusetts. Springfield, Northampton, &c., have tried the plan without asking leave of the Legislature, and the Secretary of the Board of Education is to the towns exactly what we propose that a town superintendent should be to the schools of a town. The Secretary is appointed by the Board of Education, which is in too many respects only a general school committee, and he is only accountable to them. If any benefit has been derived from the Board, it certainly has not been from any activity on their part, but from the supervision of the Secretary, who has been well paid for doing what the Board never would have done.

But the plan of superintendents if not common in Massachusetts is common elsewhere. The great State of New York has no school committees, but every town has its superintendent, and the plan works extremely well, although the superintendents are not well paid, and, of course, are not always first rate men. Nearer than that, we have the example of Providence in Rhode Island, whose schools have long maintained a high rank, and are under the control of the superintendent, who, it is said, has annually saved the city more than his salary, by supplying what is necessary to the schools, besides the active supervision which he has maintained, and the instruction which he is enabled to give regularly in the High School, and occasionally in the others.

It will not do to say that our schools are good enough, while our churches are so thinly attended; while our prisons are crowded; while the utmost efforts of good men can hardly check the progress of intemperance; while the number of juvenile offenders is increasing from year to year; while the Legislature are called on to compel children to attend school; and while, as yet, the intellect in its lowest departments only has been educated, and the physical and moral nature of our children has been running to waste as a matter of little importance.

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Education is the *drawing out*, as instruction is the *putting in* of ideas. Teaching is the *communication* of knowledge, learning is the *reception* of it.



## TRUE KNOWLEDGE A BOND OF AFFECTION.

Little Mary Somers lost her mother at the age of five years, and her father, being absent most of the day at his work, which was that of a day laborer, felt no little anxiety on account of his child. So far, he and his wife had endeavored to lay the foundation of a true education, by training her affections and educating her conscience, and he had every reason to believe that her little feet were advancing with sure progress in the way in which they should go. The death of his wife was a sore bereavement to both of them, but he had no doubt it was to result in good, and at any rate, he was determined that such a severe affliction should not be lost upon him. Mary had never been sent to the village school, because it was somewhat distant, and Mr. Somers was satisfied that, under the entire control of home influences, she would acquire what was more valuable than the elements of arithmetic, or any thing else that would be taught to so young a child, at a public school. The sad father determined that Mary should have the best education that his means could procure for her, and he persevered in his plan, although his friends would sometimes dissuade him, by intimating that education only leads the child of a poor man to despise him, while it unfits the child to earn a living, and makes her dissatisfied with her condition. Mr. Somers did not believe this. He had seen many cases of the kind described by his well meaning neighbors, but, in every case, he thought he could plainly discover that the education was defective in being almost entirely intellectual. He did not believe that a true education would ever lead a child to neglect a faithful and deserving parent, or that knowledge of the right kind could ever unfit a child for gaining an honest livelihood. He did not believe that true happiness lay in wealth or that any amount of wealth could purchase it; for no happiness had been more unalloyed than his until his late bereavement, and this was an event that comes alike to rich and poor. His Bible said, "Get wisdom, and with all thy getting get understanding," and wisdom did not mean cunning, nor was understanding synonymous with money. He was not afraid, therefore, of true knowledge, and his chief concern was lest the intercourse of his child with other children should undo what he had done; for, he had noticed that the teachers of the village school were often young and inexperienced, and often inattentive to what he considered more important than the

common branches of what is called an English education. He hoped for the best, however, and set off with little Mary to the village school. As it was the first day of the session, every thing was to be done, and he only introduced Mary to the teacher, intending to call and see her when the busile w s over. As he left the school-house door, perceiving that the wood was lying in great confusion about the school-yard, his love of order and natural goodness of disposition led him to stop and pile the wood neatly in one corner, and to gather up all the papers and other things that had been from time to time swept out of the school-house, and allowed to lie around the door-step, or to be blown about the yard. "We will start the young woman right," said he to himself, "and she will be much more likely to keep so." When he had fixed all to his mind, he went home without thinking that he had done any thing unusual. As some return for what was really a favor, the teacher, after school, led Mary home, although, to do this, she was obliged to go somewhat out of her way. Mr. Somers opened the door, and said, "I thank you, Miss, for your kindness; I did not mean that little Mary should be such a trouble to you." "We feel greatly obliged to you for your care of us this morning," said the teacher, "and I came as much to thank you, as to see your little girl safe home." "Call on me whenever I can be of service to you," said Mr. Somers. "I hope my little pet has been a good girl to-day." "Perfectly good," said the teacher, "I have been peculiarly pleased with her conduct. What do you wish her to learn?" "I am more anxious that she should be good than that she should be learned, young lady, and if you will look to her heart and manners, as her poor mother did, I care but little for the rest." "I will try to do my duty to her," said the teacher, as she turned back on her way home, repeating to herself, "if you will look to her heart and manners, as her poor mother did, I care but little for the rest."

When she applied for the school, she was examined in reading, writing and arithmetic; she spelled half a dozen words and parsed as many more, but the committee had never said a word to her about hearts and manners, and, indeed, she had never before dreamed that she had any thing to do with them. When at school, she had seen offences punished, and she had avoided committing them through fear of punishment, but she had received no direct instruction on the subject, and had assumed the charge of fifty children, without suspecting that she was as much responsible for their hearts and manners,

as for their progress in reading, writing and arithmetic. In her short interview with Mr. Somers, she saw that he was a sincere man, and that the education of his darling child was his most important concern. "I am inexperienced," said she, "but by the blessing of heaven he shall not be disappointed."

Little Mary was placed between two scholars whose influence would be favorable, and the care that was shown to her was very naturally extended to the rest. Their improved conduct repaid the teacher for her pains, while the endeavor to advise and direct them obliged her to study her own heart and watch its issues, since they were to be life or death to others as well as to herself. She became more attentive to her own example, she weighed her words, she watched over her temper, and began for the first time in her life to know what manner of spirit she was of. Her anxiety for the moral improvement of her pupils increased her love for them, and theirs for her, and to her great joy she found that the rod of her displeasure was more formidable to even the worst child than the birchen rod, on which, at first, she supposed that all effectual discipline must depend.

The plain common sense of Mr. Somers often induced her to lead home little Mary, and at last he became her chief adviser in all difficult cases of discipline, for he was an observer of men, and had adopted the maxim, that "the best way to govern them was to fall in with their *natur*." What he meant by this, perhaps, he could not explain, but one or two instances, in which his advice was given, will throw all the light that is needed upon it. "What shall I do," said the teacher, "with a boy who never learns his lessons?" "Never set him any," said the laborer. "And let him grow up in ignorance?" said she. "O, no," said he, "you must impart the knowledge in some other way. Very little of the knowledge that men possess is acquired by formal lessons which they are required to study. When we leave school, we generally abandon the lesson system altogether. I never could learn a set lesson at school, but no direct teaching, no illustration, no demonstration that was not above my capacity was ever lost upon me." On another occasion, she said to him, "What shall I do with George, your neighbor's son? He has been several times detected in stealing, and we consider nothing safe from him." "I should surprise him, Miss, by placing unusual confidence in him. A man in whom we confide, has a double obligation to do right. The commandment is general, and distant, as it were, but the confidence is personal and near; one may be

forgotten or absent, while the other is fresh and intrusive. I believe there is honor among thieves, but you must trust them or they will be very unlikely to practise it."

"What would you do with a boy who played truant?" said the teacher. "Make school the most agreeable place in the world to him," said Mr. Somers. "Children do not run away from what they like, and for a general rule, they are easily pleased. If he fears punishment, do not punish him. If he hates to study, do not give him any lessons. If he loves play, play with him, and let him have enough of it. I sometimes think the play better for most children than the study. If the mind is estranged from study, it must be brought to it by degrees, and not all at once. When you have gained the boy's affection, he will not run away from you, and I am inclined to think that no child hates to learn, if he is properly instructed. I judge by my own feelings, Miss, and you must not pay much regard to my notions."

Acting on these and similar hints, the teacher was enabled to overcome many difficulties that before seemed insurmountable, and it was not long before her discipline began to be felt beyond the school-room, as we shall presently show.

A. P. H.

[*To be continued.*]

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#### WHY THIS LONGING?

BY CHARLES MACKAY.

Why this longing, clay-clad spirit?  
 Why this fluttering of thy wings?  
 Why this striving to discover  
 Hidden and transcendent things?  
 Be contented in thy prison,  
 Thy captivity shall cease,—  
 Taste the good that smiles before thee;  
 Restless spirit, be at peace!

With the roar of wintry forests,  
 With the thunder's crash and roll,  
 With the rush of stormy water,  
 Thou wouldst sympathize, O soul!  
 Thou wouldst ask them mighty questions  
 In a language of their own,  
 Untranslatable to mortals,  
 Yet not utterly unknown.



Thou wouldst fathom Life and Being,  
Thou wouldst see through Birth and Death,  
Thou wouldst solve the eternal riddle,—  
Thou, a speck, a ray, a breath !  
Thou wouldst look at stars and systems,  
As if *thou* couldst understand  
All the harmonies of Nature,  
Struck by an Almighty hand.

With thy feeble logic, tracing  
Upward from effect to cause,  
Thou art foiled by Nature's barriers,  
And the limits of her laws.  
Be at peace, thou struggling spirit !  
Great Eternity denies  
The unfolding of its secrets  
In the circle of thine eyes.

Be contented with thy freedom,—  
Dawning is not perfect day ;  
There are truths thou canst not fathom,  
Swaddled in thy robes of clay.  
Rest in hope that if thy circle  
Grows not wider here in Time,  
God's eternity shall give thee  
Power of vision more sublime.

Clogged and bedded in the darkness,  
Little germ, abide thine hour ;  
Thou'lt expand in proper season,  
Into blossom, into flower.  
Humble faith alone becomes thee  
In the glooms where thou art lain :  
Bright is the appointed future ;  
Wait ; — thou shalt not wait in vain.

Cease thy struggling, feeble spirit !  
Fret not at thy prison bars ;  
Never shall thy mortal pinions  
Make the circuit of the stars.  
Here on earth are duties for thee,  
Suited to thine earthly scope :  
Seek them, thou immortal spirit ;  
God is with thee,—work in hope.

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A new and highly approved Latin Grammar gives the sentence *Eo in urbem* (I go, or am going to the city), as a specimen of an *intransitive* verb. With similar consistency, our highly approved Yankee grammars say that, in the sentence *John reads Latin*, John and not Latin is the *subject* of the verb *reads* !

## PHONOGRAPHY.

[We copy the following remarks from a late number of the *Commonwealth*, not because we are satisfied that Pitman's or any other system of Phonography is perfect, but because we are satisfied that the old system now pursued is behind the age, and ought to be reformed. It is to be regretted that the immense number of books now printed is the chief argument against the introduction of a new alphabet, for the old letter must become a dead letter if the new is adopted; and the present libraries a century hence will be to the books then printed what Anglo-Saxon is now. There can be no doubt of the superiority of a correct Phonetic Alphabet, and of the claims of Phonography to be heard. "Look out for the cars when the bell rings." ED.]

"Massachusetts has a deep interest in anything which will increase the power of the common school. It is a very easy thing, we think, to prove that a large fraction—say three-fourths—of the efficiency of the common school is wasted, by our imperfect and awkward manner of visualizing our mother tongue. As we have now a Legislature pledged to State reform, we invite the particular attention of its members to what we have to say. Many of them, we think, will not throw aside our article before they have weighed it, simply because it calls in question the perfection of some things that are old, or proposes innovations which are treated with contempt by some of the very learned and respectable.

"We worship the art of printing, but that art is nothing of itself, and nothing in its effects to what it might be. The real lever of civilization lies below the printing press,—it is the pen, the written language. The Virginia savage who saw with astonishment the effect of Captain Smith's pencil marks on the leaf of his pocket-book, discerned the secret of the great difference between the European race and his own. The art of *writing* is the art of arts, the basis of society. From the evanescent sound of the voice to the sound made permanent and *visible*—daguerreotyped, so to speak—is an almost infinite step. Be it only in hieroglyphics confined to priests, it is so. The Cadmian invention of the alphabet expands the blessing. It is a sort of half-way house to the effect which is possible. With this invention as it is, and has been for some thousands of years, the use of the written and printed language may be acquired

with considerable study and labor. By great expense and exertion the knowledge of it may be diffused, as it is here in Massachusetts, to a large portion, perhaps the mass of the community. Still a large portion stick in the gateway, and never come to enjoy the full benefit of the language as they might.

"In reality, with the proper *means*, there is no more difficulty in having our whole population learn to write and read than there is in having them learn to talk. And we may safely say that the Legislature of this or any other American State has it in its power to render it certain that every child will learn to read and to write, if it has learned to talk; in other words, to render it impossible that there shall be within its borders a person not educated to spell, read and write.

"What, in this day of omnipresent books and newspapers, prevents any person who speaks the English language from also reading and writing it, we will proceed to explain.

"Any one who will carefully analyze our English spoken language will find that we use in its utterance just forty different positions of the organs of voice. In other words, we have just forty simple elements of sound which by their various combinations form all our words. By reckoning provincialisms, we may perhaps make out two or three more to nice ears, though not very distinctly. But there is *not one less*. To represent these forty elementary sounds we have only twenty-six letters, leaving fourteen sounds unrepresented. But nobody knows which we leave unrepresented, for we give some of the letters two, three, four or five powers; that is, we put each of these letters to represent so many different sounds, so that we have at last, to represent forty elementary sounds, some sixty or seventy different powers of letters, or, reckoning combinations of letters, we have hundreds of powers or representatives for forty simple sounds; and the question which shall be used in a particular case is, in our actual orthography, a matter very essential—almost of life and death—and yet is perfectly arbitrary! To make the matter worse, the names of the letters only in rare instances correspond with the powers.

"Thus it happens that the simple matter of spelling and reading English is made a puzzle which it takes years to solve. Any person, infant or adult, having learned the names of the English alphabet, has not probably achieved one thousandth part of the labor of learning to read. Indeed from this imperfection and utter chaos of the alphabet it comes to pass that a man never knows the right pronunciation of any one of the

seventy or eighty thousand words in the language till he has learned it particularly by the ear, or from some other source than the letters with which it is spelled. This labor is all thrown away, and worse. The young learner, reasoning from what he has already learned of the nature and use of his letters, finds himself constantly contradicted by the arbitrary usage, till, when he has acquired the ability to spell correctly, he has also acquired the bad mental habit of submitting blindly to rules without reason.

"A very simple improvement of the alphabet changes all this. With forty distinct letters, a letter for each sound and but one sound for any letter, and having the names of these letters identical with their powers, the moment the alphabet is learned, reading and spelling are learned. A knowledge of the alphabet becomes a key which unlocks to the free use of English Literature without a school or a teacher. This improvement would relieve our schools from an enormous and almost endless drudgery, and give them an opportunity to impart real knowledge, whereas, now, they are chiefly occupied in building the mere ladders and staging to knowledge."

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### THE MORALS OF OUR FREE SCHOOLS.

[From the Christian Examiner.]

"Many parents look upon a public school as a place of extreme moral exposure; they dread the influence of the coarse-mannered and neglected upon the morals and manners of those, the circumstances of whose childhood have been happier. They are willing to aid in securing the instruction of all, but, if they would speak out their minds, they regard the public school as an inferior place. They are not inclined to blend children who ought to be pure and refined with those who are pretty sure to be faulty. This objection would hardly be raised, we think, certainly it would hardly deserve notice, were our schools open for our own native population alone. The sons and daughters of our farmers, mechanics, and day-laborers even, are good enough associates for any children. We should be sorry to have any comparisons instituted between the pupils from different walks in life; we are by no means sure that those who have been outwardly most favored



would bear off the palm. In our country, it seems to be a dangerous thing to be the son of a wealthy man. The children of the rich are too often the least worthy in the company of pupils; they should study side by side with the sons and daughters of the poor, if only that they may profit by good examples. We have often observed with delight pupils from every sphere in life brought together into a neat, well-ordered school-room, studying together, playing together, and forming friendships which are sure to be valuable safeguards against the jealousies of maturer years. The common school is the true leveller. It is worth infinitely more than all the Socialism that was ever dreamed of.

“ But whilst we see no reason whatever for separating our native population in their attendance upon schools, we can well appreciate the practical difficulties of this subject, in places where hordes of degraded and illiterate foreigners are to be provided with the means of educating their children,—where whole ragged schools seem to have been sent over from the mother country. We have not always been patient, when native pupils have been almost literally crowded out of our schools, and when strangers of a strange faith have undertaken to dictate for us our course as to the connection of religion with education. We have thought that our foreign population might have been content for a little while to use our *free* schools as they found them, and ‘not look the gift horse in the mouth’ before the giver was out of sight. But when we study this evil more closely, we find that it presses chiefly upon the primary school,—that the difficulty steadily diminishes as the training of the scholar advances, and as we ascend towards the highest grade of schools, the attendance upon which will of course be comparatively select. It is to be observed, further, that the children of the most degraded generally need to be sought out, and would most naturally be brought together, for a time, by themselves, to receive peculiar and especial care. They are the forlorn little creatures upon whom the devoted missionaries to neglected children bestow their truly Christian efforts. We shall have more and more, as the attention of the benevolent shall be directed to the prevention of crime, large charity schools, connected in some way with our city missions, and designed to prepare those who are admitted to their privileges for mingling on something like equal terms with the children of the more favored. On the whole, an enlargement of school room and of school means generally, together with the extraordinary provision to which we have just alluded, will

enable us to surmount an evil that must rapidly diminish whenever the tide of immigration ceases to flow in upon us,—if that, indeed, is ever to be. Through the operation of this very school system, the foreigner becomes a native in the second generation, and infinitely worse than any temporary inconvenience would be separate schools or no schools at all for these new-comers. What will be the issue if the flood continues to sweep over us, we will not attempt to say; but we are persuaded that the weight of the present burden need not prevent the successful development of our free-school system.”

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### TOWN MEETINGS.

As the season for the annual meetings for the choice of town officers is approaching, it becomes the friends of general education,—and by this term we mean the friends of man, the foes of intemperance, vice, crime, and every form of evil,—to see that liberal appropriations are made for the support of schools, and that liberal, active, competent, and independent men are placed upon the School Committees.

If the school-houses are small and unsuitable, let better ones be instantly provided. Health requires a large room, and in a large room the discipline is less difficult, and the work done not only more in quantity, but better in quality. True economy, as well as humanity, requires a commodious, well-ventilated, well-furnished school-room.

Let as much as possible of the supervision and management of the schools be imposed upon the town committee, and especially the selection of teachers and apportionment of the school money.

Let the committee be authorized to employ a competent man,—one of their own number, if nothing better offers,—who shall thoroughly inspect all the schools, and be well paid for doing so. The committee may do the duty now required by law, but the formal visits that answer the requirements of the law, fall infinitely short of the requirements of duty, of justice, of common prudence. The public schools of Massachusetts may be ahead of all others, but they are very far behind the wants of the age, the demand of the times; and the apparatus that has long been in use for their management is altogether insufficient.

There is need of more liberal appropriations for our schools, but it is as necessary that the means employed should be made to produce the greatest possible effect. The man who waits for the government to take the lead in improvement has never read the history of man to any good purpose. All movements for the elevation of society begin at the base.

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### STATE GRANTS FOR EDUCATION.

It appears by the record of Legislative proceedings that several petitions have been presented, asking the Legislature to make some provision for furnishing the public schools with the diagrams necessary to illustrate the new branch of Physiology, which the Legislature has just required to be taught in these schools. The result of the Dictionary donation last year will, we trust, render the Legislature very careful not to make any future grant an injury to the State, and not to allow itself to be made the passive agent of a book speculation. We believe, as we have before stated, that the terms of the dictionary grant which gave to the districts the choice between Webster's Dictionary at four dollars, and Worcester's at two, naturally led most of the districts to prefer Webster, although the system of orthography generally used in the State, and the system of pronunciation were in accordance with Worcester, and were the true standard. It would have been a fairer plan to allow the districts to take some other work with Worcester, so that the amount should have been equal to the price of Webster, and then it is probable that few or no copies of Webster would have been touched. Now the standard is unsettled, and the poorer book introduced at double the expense of the better one.

We are somewhat interested in the question of a grant for Physiological Diagrams, for we have published a series on purpose for the Common Schools, and at a much lower price than any other series. We have endeavored also to make our series better, that is, more suitable for the schools than any other, and we should deprecate a grant that should allow the districts to select between ours and one of a higher price. We should much prefer to have no grant, because we believe the judgment of the committees, unbribed, would favor our series.

We have had no voice nor agency of any kind in getting up the petitions, but we hope they will be granted, and that a specific sum will be given unconditionally to every district, and every district be required to purchase such series as may approve itself to them. When the sum of fifteen dollars was conditionally granted in 1843 for the purchase of a district library, a thousand or more districts refused to raise an equal sum, and twenty or thirty thousand children were deprived of the advantage expected from the perusal of the books. No such benefit should be left to the discretion or parsimony of any district, and the grant should be so made that every child shall have his share of it.

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“I always do worst when I try most,” says the little pupil, although such failures are rare exceptions, observed because they are rare and unexpected.


It is bad to make an unnecessary display of high principles, but it is worse to have no high principles to display.

Because a fool's life has no aim it does not follow that it has no end.

A man too busy to take care of his health is like a mechanic who is too busy to take care of his tools.

The progress of some men is so rapid that they keep ahead of common sense.

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 Do not forget to secure immediately FOWLE'S PHYSIOLOGICAL DIAGRAMS, and his OUTLINE MAPS, the cheapest and best for common schools yet published. Eight Maps at \$3 to 4; Eight Diagrams, \$4 to 5. The KEY is now ready.

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